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A survey of audio visual aids facilities at land grant institutions.

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A SURVEY OF AUDIO VISUAL AIDS FACILITIES
AT LAND GRANT INSTITUTIONS

BY

HENRY F. DREWNIAKY

A problem submitted in partial fulfillment
of the requirements for the Master of
Science Degree

University of Massachusetts

1951

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CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

_____ "Good morning, Audio-Visual Center."

_____ "Hello. This is Professor B speaking. Wednesday morning at 10:00 a.m., I would like to have my class see a number of graphs which recently came into my possession. Unfortunately, these graphs are about the size of a page in an ordinary textbook, and I have just one of each. Do you have anything at your place that might help me out?"

_____ "What you are looking for, Professor B, is an opaque projector. There will be one available for your use on Wednesday. If you would call at our office sometime before you intend to use the machine, we'll be glad to show you how to operate it."

_____ "Very good, I'll be over this afternoon. Thank you, and good-bye."

_____ "Good morning, sir. May I take just a minute of your time? As you probably know, I'm practice teaching at Amherst Junior High, and right now I'm having a terrible time. The unit which I'm trying to teach is called 'Life in Colonial New England'. Thus far it seems that I have made no progress at all. I'm sure that if I could show a film based on this period of history I might succeed in stimulating some initial interest. Can you help me out?"

_____ "You're rather fortunate. Just the other day we added a sound film called 'Settling Old Salem' to our film library. If you find that you can use this after previewing

it, we will loan it to you.

_____ "Thank you very much. I will run it off this afternoon."

Above are but two examples of innumerable attempts being made by present-day educators and future educators to improve teaching methods, or more specifically, to facilitate communication.

Communication Through Audio-Visual Aids -- "Communication may be defined as anything that conveys meaning, that carries a message from one person to another. The 'message' exchanged may be an idea, a feeling, an attitude, a philosophy of life, a skill -- anything that one person believes important to tell another.

"Communication is thus the very essence of education, of religion, and of all the other institutions basic to society. The group, the community, the nation, the civilization exist only by virtue of the means of communication. For, without communication, common action by the group would be impossible. Thus, when a revolt takes place or a nation is overwhelmed, the first target is the key communications center. The world knew when Warsaw fell, for it no longer heard the 'Polonaise'."¹

This paper concerns itself with several technological

(1) Brooker, Floyd Communication in the Modern World
N.S.S.E. Mon. 48, 1949. p. 5.

communicative devices which are affecting the lives of human beings throughout the modern world. The problem is limited, however, to the study of provisions for certain specific communicative aids and their use at one group of higher institutions. It is hoped that an adequate picture of the present status of certain audio-visual aids facilities on the college level will be the end-product of this paper.

Land-grant Institutions -- The colleges and universities on which this study is based are called land-grant institutions.

"The land-grant colleges -- so-called because public lands were granted to the states for their establishment or support -- operate in each of the forty-eight states and in Alaska, Hawaii, and Puerto Rico. In states maintaining segregated school systems, separate land-grant colleges have been established for Negro students."²

Because of their atypical nature, it was decided to exclude the land-grant colleges for Negroes from this study. Thus, this study is based on fifty-two of the land-grant institutions; one in each state with the exception of Massachusetts which has two -- Massachusetts Institute of Technology and the University of Massachusetts -- and the three above mentioned territorial institutions.

(2) Farr, Maude Statistics of Land-Grant Colleges and Universities 1950. p. 1.

"The land grants to the states were made by the Morrill Act of 1862 in order to foster the development, in at least one college in each state, of education in agriculture and the mechanic arts. Each state was left to decide whether the college should be made a part of an already existing institution (commonly the State University) or whether it should be a completely separate institution. About half the states adopted one policy and half, the other. Hence, more than half the states have both a state university and a land-grant institution on separate campuses, usually under separate boards of control. A number of states which established separate land-grant institutions have in recent decades joined their state universities and their land-grant colleges or universities under single boards in their efforts to coordinate the programs of the two institutions in a given state. A few states, notably Delaware, New Jersey, New York, and Pennsylvania, utilize as land-grant institutions universities under varying degrees of private control."³

A study such as this is important for two reasons: first, although several studies have scanned audio-visual programs on a nation-wide scale -- some on the secondary level and some on the college level -- no one has yet endeavored to study audio-visual programs at land-grant institutions collectively. These institutions have far reaching

(3) Farr, Maude op. cit. p. 2.

responsibilities.

In addition to the stipulations set forth by the Morrill Act regarding the primary functions of the land-grant colleges and universities, these institutions have another unique responsibility which was passed on to them through the Smith-Lever Act of 1914.

"That in order to aid in diffusing among the people of the United States useful and practical information there may be inaugurated in connection with the college or colleges in each state now receiving, or which may hereafter receive, the benefits of the act of Congress approvedextension work....."⁴

It should not be too difficult to realize the tremendous significance of the above stated Act to the audio-visual programs at land-grant institutions. A leader in the field of audio-visual aids, in writing about the important role that the university and college might play in regard to educating millions of people through a fundamental medium of audio-visual aids, made the following statement:

"The university is the natural home of the information film, and the film can become a potent extension of the university in its central task of disseminating truth."⁵

(4) Lapp, John, ed. Important Federal Laws p. 55.

(5) Lemler, Ford "The University or College Library" Film and Education p. 520.

Secondly, the author was of the opinion that since the university at which this study is being done is of the land-grant type, resultant findings would be of local value, since they would be based on provisions for audio-visual aids at institutions definitely related to the University of Massachusetts.

CHAPTER II

OUTLINE OF PROCEDURE AND
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Outline of Procedure -- Because of the infeasibility of a personal visitation to each of the fifty-two land-grant colleges and universities involved in this problem, for the purpose of making a comprehensive study to determine the provisions currently being made for audio-visual aids at these institutions, a check-list questionnaire was used to gather desired data. Copies of the check-list and its accompanying letter of transmittal are included as Appendices I and II. A follow-up letter, sent out to approximately one-half of the institutions, is included as Appendix III.

As will be noted, the letter of transmittal was directed to the directors in charge of audio-visual aids at each land-grant college or university. The names of individual directors at twenty-two of the fifty-two institutions contacted were obtained from the Department of Audio-Visual Instruction of the National Education Association. In this way it was made possible to direct approximately forty-two per cent of the letters of transmittal to persons whose names were definitely known.

In the remaining fifty-eight per cent of the cases the letters of transmittal were simply addressed to the Director of Audio-Visual Services in care of whichever institution contact was desired. Each director was asked to fill out the questionnaire himself, or arrange to have it filled out

by one or several persons under his charge.

Fourteen of the twenty-two individuals, or sixty-four per cent, whose names made up a part of the address returned filled-out questionnaires. This seems to indicate that the author was correct in assuming that the direction of the questionnaire to persons whose names were known would result in a better response.

The Questionnaire -- The questionnaire was designed to determine the nature of five broad features of the audio-visual programs at each of the land-grant institutions. Through the five major divisions it was endeavored to determine: (1) the degree of centralization of audio-visual aids, the number of certain machines and nature of services which are made available for faculty use, and the extent of production of certain aids; (2) whether or not centralized film libraries were maintained and the scope of their activities; (3) the size of audio-visual staffs and the nature of their duties; (4) certain facts pertaining to the physical plants; and (5) the audio-visual training offered at each of the institutions.

In order to obtain the information desired regarding the first division, the director was asked to fill in the number of 16 mm sound projectors, 16 mm silent projectors, 3 x 4 slide projectors, opaque projectors, and 2 x 2 slide and/or filmstrip projectors, along with the number of wire, tape, and disc recorders assigned to the Audio-Visual Center.

Directly following this query was another one similar in every respect except that the approximate number of listed projection and sound machines in individual departments other than the Audio-Visual Center was requested. In this manner institutions with no centralization, or partial centralization, were taken into consideration. Under the third division of the first category eight services to the faculty were listed. Along side each of these a blank space was provided where a check mark might be placed if such a service was being rendered. A place was also provided where the respondent could indicate any other services which he might consider noteworthy. The last point under "Equipment and Services" was aimed to provide information about the degree to which certain essential aids are produced. The question asked for the number of films, strips, slides, and recordings which were produced during the last twelve months.

"Does your institution have a centralized film library?" was the first question asked in the second major division of the questionnaire. If the answer was a positive one, the respondent was asked to give the number of 16 mm sound prints, 16 mm silent prints, 35 mm filmstrips, 2 x 2 slides, and transcriptions and records included in the film library. Sub-heading B asked for the year during which the central film library was organized. It was felt that this information could be used to establish facts pertaining to the beginning of significant activity in the field of audio-visual

aids at the land-grant institutions. Aware of the fact that the presence or absence of a centralized film library was insufficient information to give an adequate picture of film library activities, the author included item C so that additional libraries such as the cooperative, departmental, extension and others, might be given due consideration. Realizing further that the presence of a centralized library on campus for the exclusive use of one institution falls short of one of the implied functions of a land-grant institution, as stated in Chapter I, the next question asked was "Do you rent and/or loan films to off-campus groups". It was deemed advisable to determine the extent of services rendered by the film library (or libraries) to off-campus groups. For this purpose two questions were asked: first, how many films were loaned or rented during the 1949-50 academic year, and second, how many educational institutions rented and/or borrowed films during the 1949-50 academic year.

Thirdly, the check-list endeavored to gather information pertaining to the number of staff members working as audio-visual personnel and their respective positions. Here again, the primary reason for gathering such information was for the purpose of obtaining a truer picture of the magnitude of audio-visual programs at land-grant institutions. The first question asked, to which a direct answer of "Yes" or "No" was called for, was "Do you have a full-time director?" Then, in the following order, the number of assistant

or associate directors, the number of full-time persons employed in repair and maintenance, production, and as clerks or secretaries was requested. The fifth statement called for the titles of other members of the staff with a description of the nature of their work, and whether or not they are employed on a full-time basis.

Through the fourth major breakdown of the questionnaire it was attempted to establish certain facts pertaining to the nature of the physical plant. To this end the respondent was asked to check one of five statements, each of which described different locations of an audio-visual center at land-grant institutions. The statements of location included the campus library, the administration building, the extension building, the education building, and a building set aside for audio-visual aids exclusively. Statement six (Describe other locations) was included to take into consideration situations differing from the preceding.

In order to gather more definite information on the actual physical size of the audio-visual centers at the colleges where such a branch was in existence, the following statement was made. "Please indicate, in square feet, the approximate amount of floor space that your center occupies".

The final point dealt with by the questionnaire had to do with course offerings in audio-visual aids. Although course offerings cannot be considered as actual material facilities, it was felt that through the inclusion of this

category relevant information related to provisions for audio-visual aids might be procured; information considered necessary for the ultimate success of this study. To this end a series of six columns, divided into six numbered spaces was included in the questionnaire. Column I called for the name of each individual course offered in audio-visual aids. Column II asked for the number of students enrolled in the course during the 1949-50 academic year. Column III sought information on whether the course was offered to undergraduates, graduates, or both. Column IV, is laboratory work required. Column V pertained to credit allowed in terms of semester hours. And column VI asked for the name of the instructor teaching the course.

As was stated in the beginning of this chapter, every land-grant institution was sent a questionnaire. Consequently, there were fifty-two questionnaires distributed. As this study is written, there are thirty-four returns on which it is based. This is a return of sixty-five per cent. This study of provisions for audio-visual aids is, then, based on over one-half of the typical land-grant institutions.

CHAPTER III

EQUIPMENT AND SERVICES

WHERE VARYING DEGREES OF CENTRALIZATION EXIST

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EQUIPMENT AND SERVICES

WHERE VARYING DEGREES OF CENTRALIZATION EXIST

Total Centralization at the University of Nebraska --

Of the thirty-four responding institutions only one reported that total centralization of equipment and services exists on its campus. This was the University of Nebraska. Nebraska's Bureau of Audio-Visual Instruction reported twenty-seven 16 mm sound projectors, seven 16 mm silent projectors, thirty-two 3 x 4 slide projectors, twenty opaque projectors, thirty-six 2 x 2 slide and/or filmstrip machines, sixteen wire recorders, seventeen tape recorders, and ten disc recorders as being assigned to their center. To quote James W. Taylor, Director of the Bureau of Audio-Visual Materials at Nebraska, "All of the equipment is assigned to the Bureau and then loaned to the departments."

Regarding provisions for audio-visual services for the faculty at the University of Nebraska, this institution reported the following:

"The Bureau of Audio-Visual Instruction is maintained to assist faculty members on the Lincoln campuses in these specific ways:

- 1) Provide appropriate 16 mm sound films, filmstrips, slides and recordings
- 2) Provide all necessary projection equipment
- 3) Send a qualified operator to handle your equipment

4) Provide assistance in selecting and procuring the most suitable audio-visual materials in your subject field

5) Arrange for previews of new materials at your convenience

6) Maintain your audio-visual projection equipment

7) Plan and supervise the production of instrumental films, and of slide kits and filmstrips for rental or sale off campus."¹

In addition to the above mentioned services the University of Nebraska also indicated that it provided a preview room, poster and chart making, a recording and listening room, and transportation of audio-visual aids, by checking these services on the questionnaire. The center produced three films, ten film strips, two slide kits, and thirty recordings during the past twelve months.

Institutions Reporting Partial Centralization -- Twenty-seven of the thirty-four responding institutions listed machines as being in an audio-visual center and in various other departments. Thus, seventy-nine per cent of those land-grant colleges or universities which returned questionnaires have some centralization. Table I shows the collective results of responses of each of these institutions to

(1) Taylor, James Audio-Visual Equipment and Materials for the Lincoln Campuses pp. 2-3.

Table I

Number of Major A-V Machines Located in Centers of
Partially Centralized Institutions

Institution	16 mm Sound Projectors	16 mm Silent Projectors	3 x 4 Slide Projectors	Opaque Projectors	2 x 2 Slide and/ or Filmstrip Projector	Wire Recorders	Tape Recorders	Disc Recorders
1	40	6	15	6	12	14	0	0
2	38	2	8	2	12	0	5	0
3	30	2	4	3	9	2	4	1
4	25	5	10	3	11	5	8	2
5	23	1	22	6	11	2	4	0
6	14	1	3	1	5	2	2	0
7	12	2	6	6	8	3	1	4
8	12	1	2	1	3	1	1	2
9	10	2	3	3	4	0	1	0
10	8	2	3	2	8	3	0	1
11	9	1	4	4	1	0	0	2
12	8	1	0	1	3	0	0	0
13	6	1	3	3	4	0	3	2
14	6	0	10	1	3	0	0	1
15	5	0	1	0	4	1	2	1
16	4	2	2	2	2	0	0	2
17	4	1	2	2	3	1	1	1
18	4	1	1	1	4	1	4	0
19	3	0	2	1	2	0	1	1
20	3	2	1	0	3	0	0	0
21	3	1	2	1	1	0	0	0
22	3	0	3	2	3	0	2	2
23	2	0	0	1	3	0	2	1
24	2	0	1	1	2	0	0	0
25	1	1	1	1	1	0	1	0
26	1	0	1	1	2	0	1	0
27	1	0	0	1	1	1	1	0
Totals	277	35	100	56	125	36	44	22
Mean	10.31	1.46	3.70	2.07	4.63	1.24	1.66	.81

sub-division A of the first section of the questionnaire, and Table II shows their responses to sub-division B of the same section.

The land-grant colleges or universities which are included in Tables I and II were arbitrarily designated as Institution 1, 2, etc. on through 27. The one element of consistency used in making these designations pertained to the number of 16 mm sound projectors located in the centers of each of the institutions. Consequently, the University of Illinois, reporting the greatest number of these machines in its center (a total of forty) is represented by the number 1. The University of Wisconsin is 2, with thirty-eight 16 mm sound projectors, and so the listing proceeds down through Institution 27.

There are several noteworthy points to be brought out from the information compiled on the first two tables.

(1) The number of 16 mm sound projectors in the institutions' centers (mean number of 10.31) significantly exceeds any other of the four projection machines included in the listing. Thus, it can be stated that the demand for sound projection machines among land-grant institutions is greater than any other projection device.

(2) Silent projectors are rapidly being replaced by sound projectors. This is only natural, however, considering that the newer sound projectors are con-

Table II

Number of Major A-V Machines Located in Various
Departments at Partially Centralized Institutions

Institution	16 mm Sound Projectors	16 mm Silent Projectors	3 x 4 Slide Projectors	Opaque Projec- tors	2 x 2 Slide and/ or Filmstrip Projector	Wire Recorders	Tape Recorders	Disc Recorders
1	6	7	20	5	21	8	18	7
2	25	10	20	10	20	3	6	11
3	3	4	3	1	5	2	4	2
4	7	4	9	3	15	7	3	0
5	12	1	3	2	2	1	5	1
6	2	0	3	1	4	0	6	3
7	6	4	4	3	5	2	6	3
8	12	0	0	0	0	0	0	0
9	0	0	4	3	2	0	2	0
10	1	1	12	4	6	1	0	1
11	1	0	1	1	1	0	0	0
12	7	1	12	4	6	4	6	2
13	18	3	20	12	24	4	10	4
14	0	0	0	0	0	0	0	0
15	2	0	3	3	4	1	0	0
16	1	1	2	5	5	1	3	2
17	7	0	2	3	4	1	1	1
18	7	0	2	1	7	2	6	1
19	20	5	25	20	30	3	20	2
20	30	10	25	6	25	3	4	2
21	6	0	2	0	2	0	1	0
22	8	0	3	2	8	1	0	1
23	5	0	1	1	2	0	0	0
24	3	0	2	0	3	2	1	0
25	5	4	4	2	0	0	1	0
26	0	0	0	0	0	0	0	0
27	4	1	1	1	6	2	1	0
Totals	198	46	183	95	207	48	94	33
Mean	7.33	1.70	6.78	3.51	7.67	1.78	3.48	1.22

structed so as to operate with silent films, as well as sound films, and the fact that so few new silent films are being produced.

(3) 2 x 2 slide and/or filmstrip projectors rank second in mean number among both the machines in centers and individual departments. (Respective means of 4.63 and 7.67) The mean number of 3 x 4 and/or filmstrip projectors in various departments (6.78) exceeds the mean number of these machines (3.70) located in centers by almost fifty per cent, indicating a tendency to keep these machines in the few departments which make considerable use of them.

(4) The average number of opaque projectors located in centers is approximately two, with an average number of 3.51 of such machines being situated in other departments.

(5) The three listed recording devices, ranked from high to low mean numbers in both the centers and departments are: 1) tape recorder 2) wire recorder 3) disc recorder. Tape recorders have a definite edge over the other two machines.

The third part of that section of the questionnaire which dealt with the audio-visual center provided the information shown in Table III.

All but two of the institutions comprising the group, or a percentage of approximately ninety-three per cent, re-

Table III

Audio-Visual Services Rendered to the Faculty at Twenty-seven Land-grant Institutions

Service	Those Providing	Those Not Providing	Total
Projectionists	25	2	27
Slide Making	18	9	27
Movie Production	15	12	27
Preview Room	22	5	27
Recording and Listening Room	19	8	27
Poster and Chart Making	9	18	27
Photographic Service	16	11	27
Transportation of A-V Aids	18	9	27

ported the provision of projectionists. Obviously, not many faculty members at these institutions are very well acquainted with the operation of projectors. But a more important conclusion which may be derived from the above stated fact is that audio-visual centers are doing their utmost to see that all faculty members have an opportunity to improve upon their teaching methods through the use of projectors, in spite of the apparent complexity of such machines when first encountered.

Eighteen of the twenty-seven centers, or sixty-seven per

cent, offer assistance in the making of slides. Movie production work is done at fifteen of the centers (fifty-six per cent), and preview rooms are a part of twenty-two (eighty-one per cent) of the twenty-seven centers. The service which ranked last in regard to the number of centers which provide it, was poster and chart making (thirty-three per cent provided this service). Nineteen centers reported the presence of recording and listening rooms; sixteen, photographic service; and eighteen, the transportation of audio-visual aids on campus. The respective percentages of partially centralized institutions having these services are: seventy per cent, fifty-nine per cent, and sixty-seven per cent.

From the above information it can be seen that most of the audio-visual centers included in this study employ an active personnel to provide certain services which must certainly be accepted as essential features of a strong center. Physical facilities such as preview rooms, recording and listening rooms, and arrangements for transportation are also concomitants of audio-visual centers. Each college and university must certainly employ all the teamwork that it can possibly muster in its effort to maintain a smoothly functioning center.

Production of Audio-Visual Aids -- Because a majority of the respondents found it difficult or impossible to procure accurate information as to the number of filmstrips, slides

and recordings that they produced, it is felt that responses in regard to these items should not be taken up in this study. However, on practically all of the questionnaires, definite answers were presented regarding the number of films produced; consequently, this item warrants consideration.

Of the twenty-seven partially centralized institutions, thirteen have produced films during the past twelve months. Iowa State College was extremely prolific in this respect, with a number of one hundred and eighty-seven. The remaining institutions produced between one and fourteen films. Thus, forty-eight per cent, or nearly one-half of the colleges or universities with audio-visual centers have been actively engaged in the production of motion picture films during the past twelve months.

Institutions Reporting No Centralization -- Six land-grant colleges or universities reported no centralization of audio-visual aids. Comments from respondents representing these institutions follow:

"There is no university audio-visual center here. My responses fit only what we do in the School of Education."

"The University does not have an audio-visual center. All of this equipment is available in various departments but not centrally located."

"We do not have an A-V Center. Each school provides its own equipment and materials. I serve merely as a consultant in an informal way."

"There is no centralized audio-visual center at _____. The nearest thing to it is the visual aids section of the Agricultural Information Department. It is hoped that such a center will someday be established, but state finances being what they are, I don't anticipate it anytime within the near future. When you complete a summary as outlined, I will be very happy to see it. It might act as an incentive to the formation of a centralized audio-visual center here."

And a midwestern college reported the following:

"It is unfortunate but true that at the present time _____ does not have a centralized audio-visual department. In the very near future, I believe that we are going to centralize all equipment. We are working on the problem now and do intend to have a centralized audio-visual department. I am filling out your questionnaire but you must realize that I am making a best guess in connection with most of the answers...."

It can be seen from these remarks that it would be futile to attempt an explanation of what audio-visual machines and services are made available on campuses of institutions reporting only decentralization. It may accurately be assumed that some audio-visual activity prevails at these institutions, but because they lack the element of centralization, nothing but a very sketchy picture could be offered by the respondents.

Pertinent Thoughts on Centralization and Decentraliza-

tion -- It has been found that most of the institutions which responded to the questionnaire have neither totally centralized audio-visual programs nor totally decentralized programs.

"Every local situation is different and calls for careful investigation in terms of past history and future plans. In larger universities the special committee usually finds that a modicum of teaching aid service already exists on a campus-wide basis, and that several professional departments and schools have fairly well developed facilities such as projectors and film and slide collections. In the cases the committee is confronted with departmental reluctance for further centralization of teaching aid service. It must decide when to centralize and when to decentralize.

"Here again the decision depends upon several factors: frequency of need; equipment and materials available; and financial resources. The objective is always to get maximum educational value at minimum cost. Thus, complete centralization is not always best educationally although it may be the cheapest. Optimum balance between centralization and departmentalization should be the aim.

"In many smaller colleges and universities little or nothing has been done toward collecting or facilitating the use of various aids in teaching, except by individual professors. A recommendation to establish a campus-wide teaching aids setup is easier to carry out. Stephens College, Columbia, Missouri, is an excellent example of how a well

integrated campus-wide service developed with that college's tremendous emphasis on effective student-centered teaching.

"Any midwestern state university would be a good example of the complicated problems involved in moving from exclusive departmental interests to a campus-wide concern for the best possible teaching on every level and in every course. Everyone of these universities is attempting in its own way and in the light of its own peculiar educational history to integrate and facilitate teaching aid services. The objective in each case is the same -- to enable any teacher in any course to obtain what he needs in the way of films, film-strips, slides, charts, maps, graphs, recordings, models, apparatus, etc., for more effective teaching."²

CHAPTER IV
FILM LIBRARIES

CHAPTER IV

FILM LIBRARIES

Centralized Libraries -- Of the thirty-four responding institutions twenty-one reported having centralized film libraries. This is a percentage of sixty-two per cent. All of these institutions, with the exception of one, are also included in those categories of colleges or universities listed as being centralized, either partially or totally, in the previous chapter. This would seem to indicate that centralization of films and centralization of equipment go hand in hand.

Table IV summarizes gathered information on centralized film libraries. The listing of institutions in this table was arranged according to chronological dates of organization of the film libraries. Numbers representing the individual institutions are consistent with the numbers in Tables I and II. XX under the heading Institutions represents the only college which was not included on the preceding charts because of the fact that it reported total decentralization of equipment. X represents the University of Nebraska.

It was decided to include records and transcriptions under the one heading of recordings, since a number of questionnaires combined these two items giving just one number for both. Numbers of 2 x 2 slides are not entered because only a few respondents felt that they were giving a reliable estimate in this regard.

Table IV indicates that twenty-one centralized libraries

Table IV

Film Prints and Recordings in Centralized Film Libraries
of Twenty-one Institutions, with Years Libraries were
Organized

Institu- tion	16 mm Sound Prints	16 mm Silent Prints	35 mm Film- strips	Record- ings	Year Organ- ized
4	5072	371	163	---	1913
2	10,500	500	400	60	1918
8	3,000	125	600	---	1920
15	950	20	350	2149	1922
1	7,500	500	250	1200	1932
11	600	100	250	---	1933
17	750	250	---	---	1934
6	2,000	300	700	3000	1938
20	3,500	100	150	400	1940
X	3,139	200	600	82	1940
11	600	50	25	50	1940
27	400	36	80	263	1940
14	800	---	300	---	1941
7	1,920	80	375	850	1942
9	500	20	200	25	1943
XX	400	53	167	700	1943
3	1,368	130	300	150	1945
10	1,000	50	500	1000	1946
16	135	3	150	0	1946
21	30	2	1	0	1947
12	50	10	100	0	1950
Totals	44,214	2,900	5,661	9,929	
Means	2105	145	283	621	

own an average of two thousand seven hundred and five 16 mm sound films while twenty such libraries have a mean number of one hundred and forty-five silent prints and two hundred and eighty-three 35 mm filmstrips. Sixteen centralized libraries reported a total of nine thousand nine hundred and twenty-nine recordings, for a mean number of six hundred and twenty-one.

The first land-grant institution to set up a film library was the University of Iowa. This was accomplished in the year 1913. The University of Wisconsin's film library, possessing the greatest number of sound prints, was organized in 1918. The library at the University of Washington leads in the number of 35 mm filmstrips and recordings, with respective totals of seven hundred and three thousand. The University of Illinois is tied with Wisconsin for the lead in silent prints; both have five hundred. Six other institutions which might be added to the four just mentioned to make up the "Big Ten" in regard to the size of film libraries are the University of Nebraska, University of Connecticut, University of Florida, University of New Hampshire and the University of Tennessee.

Thirteen of the twenty-one libraries (sixty-two per cent) were organized during the last decade, indicating that film activities on the college level was certainly given impetus by educational programs of the Armed Services. The eight institutions which organized libraries with many more films,

filmstrips and recordings than do those institutions which were established later, although there seems to be a few exceptions to this statement.

It is interesting to note certain statements made in the forward of the West Virginia Audio-Visual Aids Bulletin.

"Undoubtedly most readers will be particularly interested in our Film Section. Here also excellent advances have been made. Conceived long before the Audio-Visual Aids Department as a whole, the Film Division was started in 1941. At the end of its first year, the Division had about one hundred and forty films which had been shown to an audience of approximately eighty thousand. Since then our progress has been characterized by an almost mathematical precision. Each year we have added slightly less than one hundred films, and each year we have increased our audience count by slightly less than one hundred thousand, so that in our eighth year we approach a collection of eight hundred titles showing to an annual audience of nearly eight hundred thousand.

"Tribute should be given to the enthusiasm of those who foresaw the need for a state film library in West Virginia, and established the present collection at the University. Theirs was pioneer work in the field of audio-visual methods in education in this state. The fact that much of what they accomplished was done on a negligible film budget, emphasizes the economies possible in a centralized system of film distribution; an excellent example of maximum results from mini-

mum expenditure.¹

For an institution which ranked twenty-seventh in total enrollment (7,099 undergraduate, graduate and special students) among the fifty-two land-grant institutions during the academic year 1949-50, the University of West Virginia is certainly doing a creditable job in the field of film library activities.

Renting and Loaning of Films -- In the preceding section certain facts pertaining to the number of films, filmstrips and recordings located in centralized film libraries were established. This section will deal with the extent of utilization of these aids. Table V is similar to Table IV in that each institution is designated by similar numbers. Institutions 15, XX, and 12 were not included in this table because respondents representing these institutions found it impossible to obtain the information called for by the section of the questionnaire dealing with the use of films. Dash marks appearing on Table V are an indication of similar, but more specific difficulties, on the part of other respondents.

Three other institutions which reported the loaning or renting of films to off-campus groups were not included because these activities did not stem from centralized film libraries; consequently, it was felt that inclusion of these

(1) A Bulletin of Audio-Visual Aids at the University of West Virginia 1950. p. 3.

Table V

Film Library Activities at Eighteen Institutions

Institution	Films Loaned or Rented	Institutions Served
4	18,075	1,371
2	100,000	2,000
8	20,000	900
1	60,000	1,750
22	4,000	150
17	7,372	194
6	18,000	633
20	----	3,000
X	16,000	285
11	3,820	----
27	1,141	164
14	----	750
7	5,000	
9	400	75
13	6,226	687
10	6,200	----
16	1,500	75
21	242	----
Totals	267,976	12,074
Means	16,749	863

institutions in Table V would detract from the presentation of a clearly defined statement regarding the flow of films to other institutions and groups. Thus, a total of twenty-four land-grant colleges or universities rent and loan films to off-campus groups. Table V deals with eighteen of these.

The Universities of Wisconsin and Illinois have by far the most widespread film library activities. During the 1949-50 academic year, Wisconsin served two thousand off-campus groups by either loaning or renting them a total of one hundred thousand films. Illinois was not very far behind, having served one thousand seven hundred and fifty groups with a total of sixty thousand films. Other institutions which gave evidence that warrants including them among the leaders in the field of film loaning and renting are the Universities of Missouri, Iowa, Washington, and Nebraska.

The totals at the bottom of Table V show that during the 1949-50 academic year a total of approximately two hundred sixty-seven thousand nine hundred and seventy-six films were loaned or rented to twelve thousand and seventy-four other groups by eighteen land-grant colleges or universities. The respective means are sixteen thousand seven hundred forty-nine, and eight hundred sixty-three. Thus, an average of eight hundred and sixty-three organizations have used an average of one hundred sixty thousand seven hundred and forty-nine films for educational purposes during the last academic year; films made available to them by eighteen land-grant institu-

tions.

Other Libraries -- Of the twenty-one institutions reporting centralized film libraries, nine (forty-three per cent) indicated that they also had Extension libraries operating independently from the centralized libraries. The preceding statement may appear to contain within it a contradiction, if a knowledge of land-grant institutions is lacking. It is possible for such institutions to have main centralized libraries with extension libraries operating independently. Extension libraries have as their main function providing interested groups and institutions with educational materials related to agriculture; therefore, the line of distinction between centralized libraries and extension libraries is definitely marked. In addition to the nine centralized institutions which have extension libraries, there were also five institutions with no centralized libraries reporting such libraries. Thus a total of thirteen of the thirty-four responding land-grant colleges or universities have extension libraries. This is a percentage of thirty-eight per cent.

Seven of the thirty-four institutions making up this study have departmental film libraries. This is a percentage of twenty-one per cent. Nearly all of the respondents indicated that these libraries were operated by science departments. Four of the seven libraries operate on campuses where centralized libraries are located and three where no such

libraries exist.

Only three of the responding institutions have co-operative libraries. (nine per cent) Two of these institutions have centralized libraries, while one does not.

Film Libraries of the Future -- This chapter has been concerned with several aspects of film libraries as they exist today. What is in store for the film libraries of the future?

"Stated plans of film libraries show them to be most aware of the acute need for larger inventories of films with which to meet unprecedented demands.

"Expansion of existing centers, however, is not a complete solution to the problem of distribution unless these centers form within a given area, an efficient system or network of distribution which facilitates the easy flow of films to the user..... Whatever the character of the distribution system, each college or university film library would do well to consider itself as an ultimated part of such a distribution system;.... With the development of statewide and local programs, it is probable that the character and functions of the university and college library will be modified considerably."²

"There is further need for university and college film libraries to assume their share of responsibility in promoting

(2) Lemler, Ford op. cit. pp. 516-517.

school-owned film libraries.....

".....Two lines of development in the production of audio-visual aids are possible. The first is a sound and photographic service to campus departments for the production of slides, films, slidefilms, charts, and recordings which meet immediate and specific instructional purposes. This 'custom-made' approach is especially desirable because of the general lack of audio-visual materials made for the university and college level.

"The second possibility is the serious production of audio-visual materials for general distribution and sale. This kind of project involves research, planning, and educational authorship of scripts, as well as the technical production of films, slidefilms, radio transcriptions and other types....."³

(3) Lemler, Ford op. cit. pp. 519-520.

CHAPTER V

AUDIO-VISUAL STAFFS

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AUDIO-VISUAL STAFFS

Directors and Other Audio-Visual Personnel -- Of the twenty-eight institutions which have partial or total centralization of audio-visual aids, twenty have directors in charge of such programs. This is a percentage of seventy-one per cent. Thus, approximately seven of every ten land-grant colleges or universities which have partial centralization of audio-visual aids also have persons employed as directors or audio-visual aids. Table VI shows the number of these twenty institutions which have directors, assistant directors, full-time repair and maintenance personnel, persons employed in the production of audio-visual aids, and full-time clerks or secretaries.

From Table VI it can be seen that thirty-four per cent of the institutions which reported centralization of audio-visual aids have in addition to full-time directors, associate or assistant directors. The University of Iowa is the only institution that has more than one such assistant. It reported a total of three assistant or associate directors.

Forty-six per cent of these land-grant colleges or universities have full-time persons employed in repair and maintenance work, while twenty-one per cent have full-time personnel employed in the production of audio-visual aids. Iowa again leads in the number of repair and maintenance workers, and also production personnel, with a total of eight full-time employees handling the former duties, and five engaged

Table VI

Institutions Having A-V Directors, Assistant Directors, Full-time Repair and Maintenance Personnel, Producers, and Clerks or Secretaries

	Number of Institutions	Percentage of Total
Total Reporting	28	100%
Directors	20	71.4%
Assistant Directors	10	34.2%
Repair and Maintenance	13	46.4%
Producers	6	21.4%
Clerks or Secretaries	16	57.1%

in production. A majority of the remaining nineteen institutions reported not more than two full-time employees in both of the above mentioned fields.

Sixteen of the twenty-eight institutions reported having full-time clerks or secretaries engaged in audio-visual office duties. A total of eighty-five persons are employed to handle such work by seventeen of the twenty colleges or universities here being considered. Thus, a mean number of five audio-visual clerks or secretaries are employed on a full-time basis at seventeen of the twenty institutions which reported partial centralization.

Part-time Audio-Visual Personnel -- Twelve of the twenty institutions (sixty per cent) which reported having full-time directors have part-time staff and student assistants employed to handle various jobs in their centers. Much of the work which is done by these part-time student or staff assistants falls into the following general categories: inspection and shipping, technical repair work, projection, models and exhibits, and secretarial work. A more analytical presentation of the number of part-time persons employed to handle these specific duties is made impossible because of the nature of responses made in this regard.

Guides for Audio-Visual Staffs -- Before bringing this chapter to a conclusion, the author finds it advisable to present certain facts pertaining to audio-visual staffs, as construed by the experts.

"The success of the audio-visual program in any institution depends to a large extent on the audio-visual director...."¹

"The audio-visual director should have a broad knowledge of theadvantages and limitations of the different types of audio aids. He should be familiar with procedures in setting up a well balanced audio-visual program. He should also be able to conduct an in-service training program."²

(1) The Audio-Visual Education Committee The Western Illinois State Teachers College Bulletin XXVI (Dec.1946) p.12.

(2) Ibid. p. 23.

"If the audio-visual department is to render the service for which it is established, it is essential that an adequate staff be provided. When one considers the numerous duties that the members of this staff are called upon to perform, one will find most departments unable to give the service demanded because of insufficient help.

"The members of the staff must operate, maintain, store, and repair equipment. They must inspect, store, and check out materials to various users; prepare schedules for operators; route and deliver equipment and materials so they will be in the classroom at the time required; order rented materials; and in some cases, maintain a rental service for elementary and secondary schools in adjoining territory. In addition, the staff should assist with the training program...."³

(3) The Audio-Visual Education Committee op. cit. p.27.

CHAPTER VI

NATURE OF PHYSICAL PLANTS

CHAPTER VI

NATURE OF PHYSICAL PLANTS

Size -- Twenty-one of the twenty-eight institutions reporting partial centralization of audio-visual aids, or as in the case of one university, complete centralization, provided the information which can be found on Chart I. Physical plants of the remaining seven institutions will be taken up at the end of this chapter, because of reasons which will be explained at that time.

Chart I indicates that the largest center, as determined from responses to the questionnaire, takes up an area of eight thousand square feet. This center is located at the University of Illinois. The color of the bar which represents this center points out that it is located in the Extension Building. Chart I further indicates that the sizes of these twenty-one audio-visual centers vary from eight thousand square feet all the way down to approximately three hundred square feet, and that there is some uniformity in the rapid descent as indicated by the chart. The mean area is a little less than two thousand square feet.

Locations -- In addition, it can be seen in Chart I that six of the bars are colored red, five are blue, two are turquoise blue, three are orange, and five are black, meaning that six centers are in extension buildings, five in administration buildings, two in campus libraries, three in education buildings, and five in buildings set aside for audio-visual aids exclusively.

KEY TO BUILDING LOCATIONS

- EXTENSION
- ADMINISTRATION
- LIBRARY
- EDUCATION
- SEPARATE

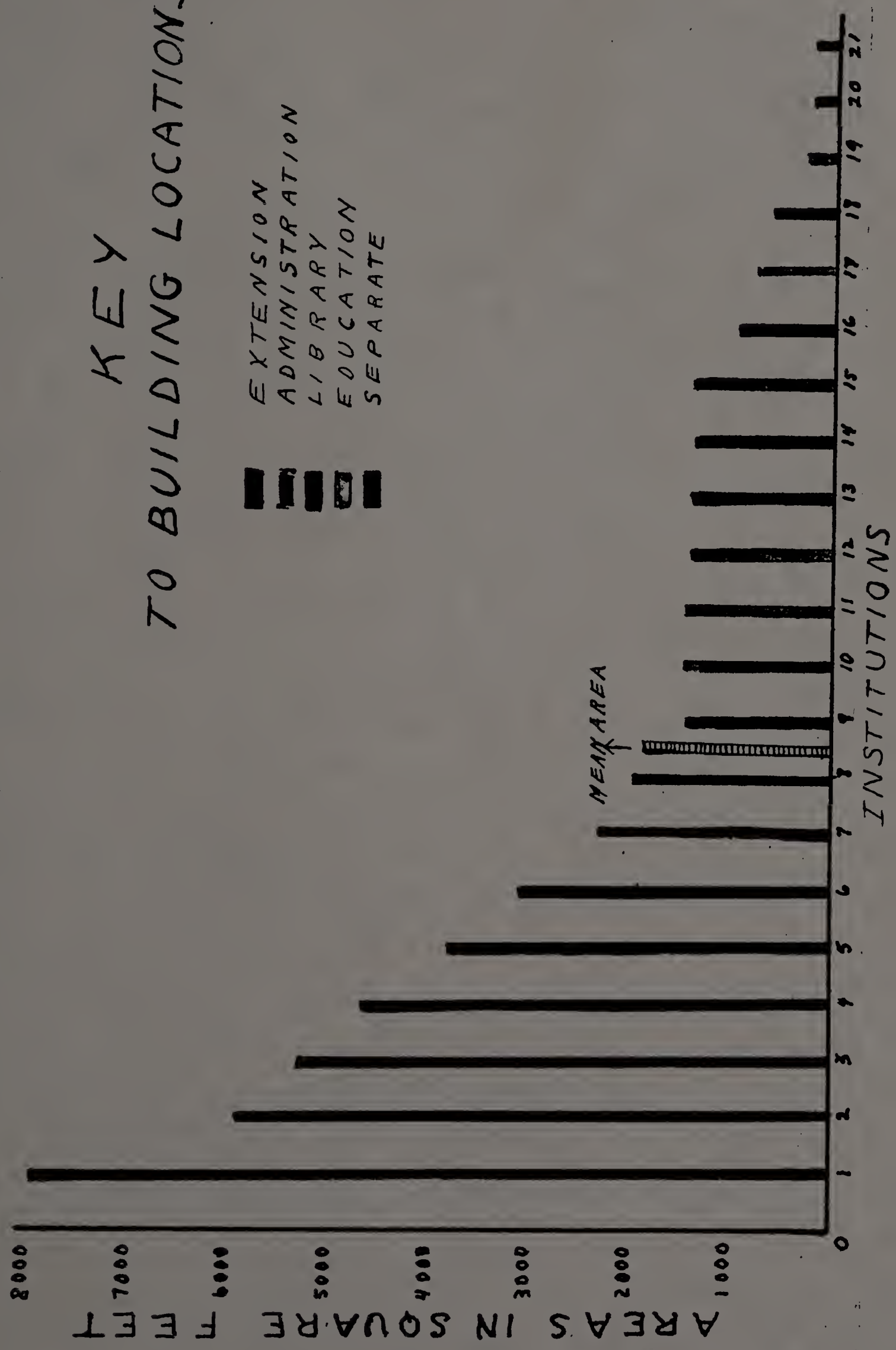


CHART I
Areas and Locations of A-V Centers

Seven of the institutions which have some centralization of audio-visual aids were not included with the twenty-one college or university centers graphically illustrated on page 46, because the respondents found it impossible to arrive at an approximation of floor space area. The following paragraph exemplifies this difficulty.

F. Dean McClusky of the University of California pointed out that their "photographic department still is located in the basement of a library." In addition "we have an A-V laboratory in the Education building, including a dark room", and that "Theater Arts has a separate building.....produces films, recordings, stills, and slidefilms". The film library alone at the University of California occupies one thousand three hundred and fifty square feet.

Despite the fact that seven respondents could not supply the information that was requested in connection with their physical plants, it is felt that Chart I is representative of existing physical plant conditions at the twenty-eight institutions which reported some centralization of audio-visual aids.

CHAPTER VII
AUDIO-VISUAL TRAINING

CHAPTER VII

AUDIO-VISUAL TRAINING

Formal Course Offerings -- Twenty-eight of the thirty-four institutions, or eighty-two per cent, that returned the questionnaire indicated that one or more courses in audio-visual aids were offered during the 1949-50 academic year. The twenty-eight colleges or universities reported a total of ninety-eight such formal course offerings, or a mean number of three point sixty-five. Practically all of these courses were given in conjunction with the work of departments or schools of education.

Of the ninety-eight courses offered, eighty were open to both undergraduate and graduate students, while thirteen were open only to graduate students and six to undergraduates. Eighty-three of these courses, or eighty-four per cent call for some laboratory work on the part of the student.

It is of interest to note the reason given by F. Dean McClusky for the phenomenally high enrollment of undergraduates and graduate students in just one of the courses in audio-visual aids offered by the University of California.

"Enrollment for the year 1949-50 was 1370. This figure is large, due to credential requirements for the State Teaching Certificate. During 1949-50 there were over forty sections of Education 147 taught ...taught by a staff of eighteen instructors."

Informal Training -- One out of every three of the thirty-four institutions have plans for the informal training

of interested individuals (mostly faculty members) in the use of audio-visual aids. This training takes the form of consultation, assistance in learning to operate machines on an individual basis, and audio-visual workshops on and off campus.

R. A. Weber of Mississippi State College wrote "we get up an A-V program for one of the county systems. In this connection we had a five-day, eight-hour-a-day workshop. Every teacher in the county participated. Also, received three hours credit. Each was paid \$56.00 for the week's attendance. This was the initial step in the program and out of this class grew a county-wide effort. Planning another for this summer with the same people, dealing with utilization and selection of A-V aids."

Additional Audio-Visual Training -- In addition to the formal course offerings and the informal training described above, one study found that something more is needed.

"The fact that eighty-six per cent of the schools replying indicated their instructors' need for training in the utilization of audio-visual materials, emphasizes the need for an extensive in-service training program. The need is further indicated by the fact that two hundred and thirty-nine schools prefer training by extension.

"It seems that what is being done in this respect, however, varies inversely with the demand..... There is probably no other course better adapted to extension work. By

means of such a course the instructors can experiment with these materials in their own classrooms. In this way the classroom becomes the laboratory for the audio-visual extension course."¹

(1) The Audio-Visual Education Committee op. cit. pp. 25-26.

CHAPTER VIII

GUIDING PRINCIPLES FOR AUDIO-VISUAL PROGRAMS

CHAPTER VIII

GUIDING PRINCIPLES FOR AUDIO-VISUAL PROGRAMS

Future Audio-Visual Programs -- What are the major guiding principles which higher institutions of learning should keep in sight while they go about developing stronger audio-visual programs? Lemler has categorized these into five major areas.

"The university or college program in this field, then, should be a five-point integrated program which embraces (1) the distribution of audio-visual materials to school and community groups (2) the training of pre-service and in-service teachers (3) the promotion of campus utilization (4) the production of audio-visual materials and (5) the promotion and implementation of research in the audio-visual field.

".....The full range of responsibilities and the philosophy back of these functions are most nearly suggested by the term 'audio-visual center'. An audio-visual center should be truly a center of audio-visual materials. It should be a center of information about audio-visual materials, the selection, production and use. It should be a center of professional leadership and assistance. It should be a center operated in the spirit of true service. Most of all it should be an educational center and its program regarded as an educational program, the cost of which is the difference between the amount of its appropriation and the amount of its services.

This concept of a multi-phase educational program, implemented by an audio-visual center, is basic to the substantial progress which universities and colleges should be expected to make in this field in the immediate future."¹

Implications for Land-grant Institutions -- Implied in one of the main functions of land-grant institutions; namely their obligation (as stated in a previous chapter) to "diffuse among the people of the United States useful and practical information through extension work", is a major reason why the above stated principles, and especially the first, should be of even greater significance to land-grant institutions than to the ordinary college or university. It is the land-grant institution that reaches out to affect directly the lives of millions of people, through its many and varied extension programs.

(1) Lemler, Ford "The University or College Library"
Film and Education pp. 520-521.

CHAPTER IX

SUMMARY AND CONCLUSIONS

CHAPTER IX

SUMMARY AND CONCLUSIONS

Summary -- To determine which of certain audio-visual aids facilities are being provided at land-grant colleges or universities, each of these institutions was studied by means of a check-list questionnaire. Of the fifty-two institutions contacted, thirty-four or sixty-five per cent responded.

The first factor to be determined was the number of certain audio-visual machines and the nature of audio-visual services to the faculty at one institution which has total centralization of audio-visual aids, the twenty-eight institutions having partial centralization, and the seven colleges or universities which have no centralization.

At the University of Nebraska, where total centralization of audio-visual aids exists, the provision of equipment and services to the faculty may be considered to be adequate, when compared to such provisions at most of the other responding institutions. Besides having a large number of those audio-visual machines taken up by the questionnaire in its audio-visual center, this institution is attempting to provide the necessary assistance to see that audio-visual aids and services are made readily available to faculty members.

Seventy-nine per cent of responding institutions reported partial centralization of audio-visual aids. Of the projection machines, 16 mm sound projectors are the most numerous in centers. A mean number of ten point thirty-one

was arrived at in this case. Two by two slide and/or film-strip projectors are second in mean number, while 3 x 4 slide projectors, opaque projectors, and 16 mm silent projectors are third, fourth, and fifth in respective mean numbers. Recording devices fall into the following order, when mean number of each is considered: tape, disc, and wire.

All audio-visual equipment is not located in the centers of a great majority of land-grant colleges or universities. Table II brings out this fact. Many projectors and recording devices are owned by various departments. Although decentralization of much audio-visual equipment may not always be most economical, it is, nevertheless, proof of the fact that many faculty members or departments, consider certain audio-visual machines of great enough importance to buy them out of department funds; and keep them for their exclusive use.

Another fact which grew out of the findings on facilities for audio-visual equipment and services, though it was not actually sought through the questionnaire, is where some centralization of audio-visual aids prevails there also is a better accounting of services and equipment. This would seem to indicate application of more purposeful policies and better direction of audio-visual aids facilities. However, this may not always be the case, as was brought out in Chapter IV -- "Every local situation is different".

The second section was concerned with film libraries. Sixty-two per cent of the responding institutions reported having centralized film libraries. The first of these libraries was organized in 1913. Sixty-two per cent of the libraries were organized during the past decade.

The centralized film libraries contain mean numbers of two thousand one hundred and five 16 mm sound prints, one hundred and forty-five 16 mm silent prints, two hundred and eighty-three 35 mm filmstrips, and six hundred and twenty-one recordings. These same libraries reported a total of two hundred sixty-seven thousand nine hundred and seventy-six film bookings during the 1949-50 academic year, having served a total of twelve thousand and seventy-four off-campus groups.

Thirteen of the thirty-four institutions which responded to the questionnaire have extension film libraries; seven have departmental libraries and three have cooperative libraries.

The third point to be determined pertained to the nature of audio-visual physical plants. It was found that out of twenty-one institutions which offered information in regard to this matter, six housed centralized audio-visual equipment in extension buildings, five in administration buildings, five in buildings used to house audio-visual aids exclusively, three in education buildings, and two in campus libraries. The mean area for these centers was found to be approximately one thousand nine hundred and fifty square feet of floor space.

Twenty out of twenty-eight institutions having some centralization have full-time directors in charge of the audio-visual programs. This is a percentage of seventy-one. Clerks or secretaries are employed at nearly six-tenths of the institutions reporting some centralization, while a half of the institutions have full-time personnel engaged in repair and maintenance work. Approximately a third of the colleges or universities have assistant directors, and about one-fifth employ personnel in production.

The final section of the study dealt with the work being done by the fifty-two land-grant institutions in regard to formal and informal training in the use of audio-visual aids. It was found that eighty-two per cent of responding institutions offer a mean number of approximately four formal courses, while thirty-three point thirty-three per cent have plans for informal training.

Conclusions -- The first and most obvious conclusion to be reached is that audio-visual aids programs are well established at a great majority of the land-grant institutions. Audio-visual centers, under the direction of active staffs, are doing their very best to bring audio-visual aids into many classrooms, and film libraries are reaching out to affect the education of hundreds of thousands of individuals throughout the country. Pre-service and in-service teachers are finding that aids to teaching are as important to them as a well-grounded knowledge in the various subject fields.

And at the few institutions where audio-visual programs are glaringly inadequate, sudden awakenings to these inadequacies are being manifested in the form of statements such as those made at the end of Chapter IV. Repeated below is one of these statements.

"There is no A-V Center at _____. . . It is hoped that such a center will someday be established....."

In spite of the growing interest in audio-visual aids at the college and university level, some persons assume that they are merely a passing fad, and just as the memories of the Armed Services Instructional Program during World War II fades, so will the professor's interest in something beyond the traditional lecture method of teaching his college classes. The following statement, made by a leading educator in this country, serves to point out the folly of these doubting Thomases.

"We are living in an era when eighty-nine per cent of American parents wish to send their children to college. Reliable tests given to adequate samples of American young people show that one-half of them have the ability to complete two years of college; one-third of them to graduate from college as they are now constituted. Actually only a relatively small fraction of our young people capable of higher learning have the real opportunity today of obtaining it.

"Our society has reached a crossroads that points one

way to destruction of democratic hopes and a high mass culture and the other way to everlasting creative expansion of civilizing influences. Technically, we have become dependent upon ever more complicated machinery of research, production, and distribution.

"How can we instruct the coming generations of youth to master those social and technical understandings and tools for democratic salvation? The state is committed to expand educational facilities in its own defense. And higher education, already too big for some sensitive souls to contemplate serenely, must become ever bigger, approaching the universality of elementary and secondary schools.

"Meanwhile the human sciences have verified the essential wisdom of classical insights into the learning process. We realize more universally every day that human beings learn only as they act with their whole bodies and souls. The ultimate learning experience is life itself in all its reality and complexity, rather than a cloister furnished richly with symbols of life. The end of learning is more of the same, and the only inducements that learning can offer are the thrills and excitements of the process. The teacher, on every level, must take his cue from these basic facts -- the best teacher is never more than an expert guide. He assists in planning real and vicarious experiences for learners. From the residue of these experiences they gain a desire and growing ability for planning their own lives to

meet problems of their culture.

"Institutionalized learning must therefore increasingly approach outside conditions for which learners are being prepared. This means the acquisition and wise utilization of every aid to learning that can be obtained on the college and university level as well as on more elementary levels. Motion pictures, television programs, recordings, enlarged pictures, analytic charts, texts, lectures, planned study trips, and the multitude of aids the modern world provides are approaches to and surrogates for reality. The increasing frequency of their use is assured wherever real learning is expected from teaching.

"In planning ahead in higher education, administrators must be concerned with two major factors: effectiveness of the learning process, for without this our society itself cannot survive; and economy in teaching resources, for without this the educational structure will cost more than we can afford to pay. The university administrator with real vision will plan now, in cooperation with his faculty, for economical effectiveness in the teaching processes of his institution."¹

Limitations -- The most significant limitation in the study stemmed from the questionnaire. Several of the respondents found it impossible to answer certain questions

(1) Woelfel, Norman A Teaching Aids Laboratory p. 10.

within the questionnaire because the information called for was not on hand. Two respondents misinterpreted the purpose of the questionnaire and assumed that it only applied to audio-visual centers. The element of ambiguity caused some respondents to write in information in one section of the questionnaire, when it was more specifically called for in one of the following sections, making the task of compilation of data all the more difficult. For the purpose of clarification, one example of this difficulty follows:

On the first page of the questionnaire the respondent was asked to list "any other" services provided "on your campus." Under this section quite a number of respondents listed information pertaining to informal training, when this information was really sought by the last section of the questionnaire.

In spite of the limitations imposed by the several inadequacies of the questionnaire, it is felt that results of the survey can be considered relatively reliable, and the problem as a whole a successful presentation of information which the author originally intended to procure.

APPENDICES

QUESTIONNAIRE

LETTER OF TRANSMITTAL

FOLLOW-UP LETTER

AUTHOR'S NOTE OF APPRECIATION

APPENDIX I

QUESTIONNAIRE

A Questionnaire to Determine Certain Provisions Currently
Being Made for A-V Aids in Fifty-two Land Grant Colleges

Name and title of person filling
out this questionnaire:

Date:

Institution:

Department or Colleges:

Location:

I. AUDIO-VISUAL CENTER -- EQUIPMENT AND SERVICES

A. Please indicate the number of the following machines
assigned to your A-V Center.

- | | |
|--|-------|
| 1) 16 mm sound projectors | _____ |
| 2) 16 mm silent projectors | _____ |
| 3) 3 x 4 slide projectors | _____ |
| 4) Opaque projectors | _____ |
| 5) 2 x 2 slide and/or filmstrip machines | _____ |
| 6) Wire recorders | _____ |
| 7) Tape recorders | _____ |
| 8) Disc recorders | _____ |

B. Please indicate the approximate number of the following
machines in individual departments, other than A-V Aids
Center.

- | | |
|--|-------|
| 1) 16 mm sound projectors | _____ |
| 2) 16 mm silent projectors | _____ |
| 3) 3 x 4 slide projectors | _____ |
| 4) Opaque projectors | _____ |
| 5) 2 x 2 slide and/or filmstrip machines | _____ |
| 6) Wire recorders | _____ |
| 7) Tape recorders | _____ |
| 8) Disc recorders | _____ |

C. Following is a list of possible A-V Services to the fac-
ulty. Please check those that you provide on your cam-
pus.

- | | |
|---------------------------------|-------|
| 1) Projectionists | _____ |
| 2) Slide making | _____ |
| 3) Movie production | _____ |
| 4) Preview room | _____ |
| 5) Poster and chart making | _____ |
| 6) Recording and listening room | _____ |
| 7) Photographic service | _____ |

8) Transportation of A-V Aids _____

9) Any others _____

D. How many of the following A-V Aids have you produced in the last twelve (12) months?

Films _____ Strips _____ Slides _____ Recordings _____

II. FILM LIBRARY

A. Does your institution have a centralized film library?

Yes _____ No _____

1) Number of 16 mm sound prints _____

2) Number of 16 mm silent prints _____

3) Number of 35 mm filmstrips _____

4) Number of 2 x 2 slides _____

Number of recordings: _____

5) Number of transcriptions _____

6) Records _____

B. Please give the year your centralized film library was organized. _____

C. Please check additional types of film libraries that you have on your campus.

1) Cooperative library _____

2) Departmental libraries _____

3) Extension library _____

4) Any others _____

D. Do you rent and/or loan films to off-campus groups?

Yes _____ No _____

1) Number of films loaned or rented during the 1949-50 academic year _____

2) Number of educational institutions that rented and/or borrowed films during the 1949-50 academic year _____

III. STAFF

1) Do you have a full-time director?

Yes _____ No _____

2) Number of assistant or associate directors _____

3) Number of full-time persons employed in Repair and Maintenance Production _____

- 4) Number of full-time clerks and secretaries
- 5) Please give titles of others, mentioning the nature of their work and whether or not they are employed on a full time basis.

IV. NATURE OF PHYSICAL PLANT

A. Please check the statement which describes the situation at your college or university.

- 1) The A-V Center is located in the campus library
- 2) The A-V Center is located in the administration building
- 3) The A-V Center is located in the extension building
- 4) The A-V Center is located in the education building
- 5) The A-V Center is located in a building set aside for A-V Aids exclusively
- 6) Describe other locations

B. Please indicate, in square feet, the approximate amount of floor space that your center occupies. _____

V. COURSE OFFERINGS IN AUDIO-VISUAL AIDS

- | | |
|------------|--|
| Column I | Give name and number of each course. |
| Column II | Give number of students enrolled in course during the 1949-50 academic year. |
| Column III | Indicate whether course is offered to undergraduates, graduates, or both. |
| Column IV | Indicate whether laboratory work is required. |
| Column V | Give amount of credit allowed in terms of semester hours. |
| Column VI | Give name of the instructor teaching the course. |

I	II	III	IV	V	VI
1)					
2)					
3)					
4)					
5)					
6)					

Please describe any other formal or informal training
in the use of A-V Aids which is offered by your institution.

Do you wish a summary of my findings? Yes____ No____

APPENDIX II

LETTER OF TRANSMITTAL

DEPARTMENT OF EDUCATION
UNIVERSITY OF MASSACHUSETTS
AMHERST, MASSACHUSETTS

March 14, 1951

Dear Director:

I am a Teaching Fellow in the Department of Education at the University of Massachusetts. During the time that I have been connected with this institution I have become very much interested in the field of Audio-Visual Aids, and am now endeavoring to make a study of certain provisions for such aids at each of the fifty-two Land Grant Colleges and Universities. My work is being done in cooperation with Director of Audio-Visual Aids, Raymond Wyman.

The purpose of this study is to present a picture of provisions currently being made regarding the availability of materials and equipment, services rendered, degree of physical centralization, and course offerings at the institutions I have chosen to survey.

I am, therefore, enclosing a questionnaire which I hope you will take time to fill out, or arrange to have filled out by someone or several persons in your department, and then return it as soon as you can conveniently do so. If I secure an adequate number of returns, I plan to incorporate the gathered information into a Master's problem-thesis.

I will be glad to send you a summary of this study if you wish to have it. Kindly make this known on the proper blank in my questionnaire. Thank you for your cooperation.

Sincerely yours,

Henry F. Drowniany

APPENDIX III

FOLLOW-UP LETTER

DEPARTMENT OF EDUCATION
UNIVERSITY OF MASSACHUSETTS
AMHERST, MASSACHUSETTS

April 9, 1951

Dear Director:

On the fourteenth of March I sent you a questionnaire based on certain provisions for A-V Aids at your institution along with a letter of transmittal. In the letter I requested that you or someone else in your department fill out the enclosed questionnaire and return it to me as soon as possible.

I realize that other more pressing duties may have kept you from seeing to this matter, but because the responses which I have received from other colleges and universities are almost sufficient in number to warrant the writing of my study, I am anxious to hear from you.

Would you be so kind as to acknowledge this letter by sending me the information which I am seeking through my questionnaire?

Enclosed you will find another questionnaire and a letter of transmittal in case the originals were misplaced.

Sincerely yours,

Henry F. Drewniany

APPENDIX IV

AUTHOR'S NOTE OF APPRECIATION

Without the cooperation of the following persons, this study would not have been possible. The author wishes especially to recognize the assistance given him by Director of Audio-Visual Aids at the University of Massachusetts, Professor Raymond Wyman.

H. B. Allen, University of West Virginia

J. E. Arnold, University of Tennessee

Howard Berry, A. & M. College of Texas

William P. Bradley, University of Virginia

Charles H. Cross, University of Arkansas

Mrs. M. C. Daniels, Louisiana State University

A. J. Dolio, University of Delaware

H. B. Eldred, University of Vermont

Carlton H. Erickson, University of Connecticut

J. C. Fitzgerald, Oklahoma A. & M. College

George D. Gale, Colorado A. & M. College

William G. Gnaedinger, University of Washington

Harold H. Hailer, University of Wisconsin

Herbert Hite, State College of Washington

Loyd J. Hultgren, Montana State College

P. J. Iverson, A. & M. College of North Dakota

Paul H. Jensen, University of Nevada

Edmund Jenusaitis, Rutgers University

Donald K. Lewis, University of Minnesota

Mrs. Venice M. Lindsay, University of Arizona

J. W. Litherland, Iowa State College

Morton S. Malter, Michigan State College

F. Dean McClusky, University of California

J. J. McPherson, Department of Audio-Visual Instruction,
Washington, D.C.

Hazel L. Morgan, University of Florida

Austin L. Olney, University of New Hampshire

Allan Perry, University of Idaho

Elmer S. Phillips, Cornell University

Curtis Reid, Oregon State College

Donald W. Smith, University of Illinois

A. J. Snider, University of Missouri

James W. Taylor, University of Nebraska

Herman Trubov, University of Puerto Rico

R. A. Weber, Mississippi State College

W. P. Wentzy, South Dakota State College

John M. White, New Mexico A. & M. College

Norman Woelfel, Ohio State University

Raymond Wyman, University of Massachusetts

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Approved by:

Raymond C. Cagman
A. J. McCarthy
(Problem Committee)

Date May 23, 1951

